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In this article pertaining to the significance of the 1964 amendments to Titles 3 and 11 of the National Defense Education Act, special attention is paid to the funds allocated for reading and English instruction. After a brief explanation of the eligibility requirements, application details, and funding for the reading and English teacher institutes supported by Title 11, there is a more extensive section describing provisions and eligibility criteria for the purchase of materials and equipment as well as information on improvement of supervision. (AF)

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NDEA Now Includes English and Reading

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Dr. Jewett is Program Director, English and Foreign Languages, Curriculum and Demonstration Program Branch, U. S. Office of Education. Here he describes the recent extension of N.D.E.A. which will provide Federal funds for institutes in English and reading, supervision, and the purchase of materials and equipment.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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OCTOBER 1 and 2, 1964, were historic days for teachers and students of English. On those days, the House and Senate of the 88th Congress, shortly before adjournment, extended and amended the National Defense Education Act of 1958 to provide financial assistance to strengthen instruction in reading, English, and other subjects in elementary and secondary schools. The Bill now provides for the purchase of special materials and equipment; for improved supervision in English, reading, and other subjects; and for the support of institutes for advanced study at institutions of higher education. Amendments to Title III and Title VI (a new title XI replaces and extends part B of the old Title VI) are of particular significance to present and future teachers and supervisors of reading and elementary and secondary school English, to teachers of disadvantaged youth, and to college professors and administrators wanting to hold institutes in these areas.

Teacher Institutes Under Title XI

The new Title XI of the NDEA authorizes the U.S. Commissioner of Education to arrange, through grants or contracts, with selected institutions of higher education for the operation by them of English and reading institutes for advanced study during the regular academic year or the summer months. One purpose of the institutes according to the Act, "will be to improve the qualifications of individuals who are engaged in or preparing to engage in the teaching, or supervising or training of teachers, of history, geography, modern foreign languages, reading, or English in elementary or secondary schools. . . ."

Institutes are also authorized for persons who are preparing for positions or are working as: (1) library personnel or supervisors of such personnel; (2) educational media specialists; and (3) teachers of disadvantaged youth. Institutes approved for teachers of disadvantaged youth are required by the Act to offer "a specialized program of instruction designed to assist such teachers in coping with the unique and peculiar problems involved in the teaching of such youth."

Institutes which are supported under the provisions of Title XI will be planned and conducted so that they upgrade the academic and professional qualifications of teachers by providing instruction which fills critical gaps in their educational background. Institutes might provide work in areas such as written composition, language (including modern linguistics), speech, literary criticism, literature for young adults, modern literature, period or "types" literature, methods of using or adapting new materials, methods of teaching reading and English, and the instructional implications of basic and applied research in speech, reading, language, literature, and composition. Institutes for teachers of the culturally disadvantaged might emphasize, among other things, the use of tape recorders or language laboratory equipment in teach-

ing good enunciation, pronunciation and usage through the aural-oral approach being used successfully by teachers of modern foreign languages. Of course, thorough instruction in basic reading, writing, spelling, and other fundamental skills would usually be a part of the program. However, each institution will be responsible for planning and conducting its own type of program and for selecting its own staff members.

Individuals who wish to attend an NDEA institute should apply only to a college or university which has contracted with the U.S. Office of Education to hold such an institute. Announcement of colleges and universities which will conduct NDEA institutes in English, reading, and other areas will be made in forthcoming issues of the *English Journal*, in other professional journals, and by releases from the Office of Education. Persons interested in attending these institutes *should not apply* to the Office of Education, since selection of applicants is to be the responsibility of the institution holding the institute.

In addition to institutes in history, geography, and modern foreign languages, the present budget passed by Congress will permit the funding in 1965 of approximately two hundred or more summer institutes for elementary and secondary school teachers of English and reading, for teachers of the culturally disadvantaged, for library personnel, and for educational media specialists. As many as one half or more of the institutes may be for advanced study by prospective or present teachers of elementary and secondary school English. However, the number of institutes authorized will depend on the quality of the proposals submitted and the extent to which instructional needs are being met within the total available budget for institutes.

Each individual who attends an institute operated under the provisions of Title XI will be eligible for a stipend of $75 per week during his period of attendance at the institute, plus an additional stipend of $15 a week for each dependent. Also, participants in an institute will be exempt from all tuition and regularly required fees. Expenses for travel and books must be paid by participants. Under Title XI of the bill, teachers in private as well as public elementary and secondary schools are eligible for stipends to attend institutes.

Provisions for Materials, Equipment and Supervision in Title III

The amendment to Title III, which formerly applied only to science, mathematics and modern foreign language instruction, now provides for the purchase, when approved by the State educational agency, of certain types of laboratory and special equipment, audiovisual materials, and printed and published materials (other than textbooks) which are suitable for use in improving instruction in English, reading, history, civics, geography, science, mathematics, and modern foreign languages. In brief, Title III of the Act authorizes matching grants of Federal money to the States to help equip and remodel public school classrooms, to purchase certain instructional materials, and to assist the States in hiring specialists in English and reading to help supervise and administer the program in the State's public elementary and secondary schools. Loans to non-public schools for the purchase of appropriate equipment under the Act are also authorized by Title III.

Each State desiring to participate in the Title III program must submit a State plan through its educational agency to the U.S. Commissioner of Education. A local school district which wishes to take part in the program should request a project application form from the Title III coordinator in its State educational agency. When completed by the local authorities, the application form will

normally show the scope and content of the on-going and the proposed local program in English or reading; the goals of the present and proposed program; equipment and materials being used and needed; ways in which the new equipment and materials would strengthen instruction; the qualifications of teachers involved; predicted student enrollments; and available matching funds.

When needed to strengthen and improve a local instructional program in English and reading (plus other subjects cited above), the following types of instructional materials are among those which may be eligible for purchase under the provisions of Title III: books not used as basic texts, dictionaries, encyclopedias, charts, flat pictures, literary maps, pamphlets for supplementary use, and programed books which are not basic texts. Among the materials for use by the teacher which may be eligible for purchase are professional books, journals, films on methods and materials, research reports, curriculum bulletins, laboratory handbooks, teaching guides, and other teacher's materials for use in instruction. Textbooks are excluded from the Act. A textbook is a book used as the principal source of study material for a given class or course, a copy of which is expected to be available for the individual use of each pupil.

Many types of laboratory, audio-visual, and other special equipment for instruction and the preparation of instructional materials come within the scope of Title III. Among them are motion pictures, filmstrips, microfilms, slides, recordings, record players, transparencies, tapes, recording equipment, television receivers, overhead projectors, microprojectors, language laboratory units, 8 mm and 16 mm projectors, projection screens, equipment to grade tests, and specialized equipment for audio-visual libraries serving the schools. The Act states that ". . . such equipment may, if there exists a critical need therefor in the judgment of local school authorities, be used when available and suitable in providing education in other subject matter."

To be eligible for purchase, however, the above materials and equipment must satisfy certain criteria. For instance, the equipment must (1) conform with the State equipment standards, (2) be suitable for attainment of instructional objectives which will improve learning, (3) be expected to last for more than a year, and (4) be of a type which is *not normally provided* in furnishing a classroom. Basically, it is *the use* to be made of the equipment and its direct relationship to improved instruction in English and reading which determine its eligibility for purchase under a project approved by the State educational agency. Wherever equipment is purchased under Title III, maximum utilization should be made of it within the purposes of the Act.

Another part of Title III includes provisions for strengthening supervision in English and reading in State educational agencies in much the same way that State supervision has been greatly improved in modern foreign languages, mathematics, and science. Any State which elects to do so may now apply to the U. S. Commissioner of Education for funds on a matching basis to expand or improve its supervisory or related services in public elementary and secondary schools in English and reading, as well as for the administration of the State plan. Since only about 15 States now have special supervisors of English and even fewer have full-time supervisors of reading, Title III provides an excellent opportunity to State educational agencies which wish to expand or improve their leadership and supervision services in these areas.

State supervisors of English and reading would be able to accelerate the pace of improvement in curriculum and instruction by stimulating local leadership, by promoting the development and dis-

semination of new units and teaching guides, by demonstrating effective teaching techniques and the utilization of new equipment and materials, by encouraging experimental programs in selected schools, and by organizing workshops and other types of inservice training needed by teachers within the State. In any case, under Title III the State supervisor would be expected to utilize the resources available in the State and to use his time as effectively as possible for the improvement of instruction. Supervisors would also be expected to maintain liaison and collaborate with professional organizations, college and university staff members in their subject area, and with others engaged in teacher preparation.

Obviously, teachers, supervisors, professors, and school administrators who wish to take advantage of the provisions of Titles III and XI as they now pertain to reading, English, and instruction of the culturally disadvantaged can attack basic problems in areas which have tremendous import for bolstering the education of elementary and secondary pupils in all areas. Members of the N.C.T.E., the Modern Language Association, the Commission on English, the American Library Association, the International Reading Association, the National Association of Secondary-School Principals, the National Education Association, the American Council on Education, and many other professional organizations have vigorously led the movement thus far. However, a much wider concern for higher academic and professional teacher preparation must be manifested throughout the United States, especially among poorly prepared and inadequately qualified persons trying to teach reading and English. The extensions and amendments to the NDEA are a new challenge to all educators.

EDITOR'S NOTE: In recognition of the part played by the National Council of Teachers of English in the passage of this legislation extending the provisions of NDEA, Dr. Albert Kitzhaber, President of NCTE, and Dr. James R. Squire, Executive Secretary, were invited to Washington to witness the signing of the bill by the President of the United States. As further developments regarding this extension of NDEA become known, they will be publicized in the *English Journal.*

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